

EYFS SPECIFIC AREA: EXPRESSIVE ARTS AND DESIGN

Intent: To develop artistic and cultural awareness which allows creativity and imagination to be fostered. Repetition and depth of their experiences is fundamental to enhancing their appreciation across the arts.

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| By the end of nursery (based on Development Matters) most children will be able to: | By the end of reception (ELG) most children will be able to: |
| <ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc • Engage in imaginative role-play based on own first-hand experiences • Create simple representations of events, people and objects • Make simple models which express their ideas • Use various construction materials to build, balance and create their own representations and designs • Join different materials and explore different texture • Recite a range of nursery rhymes • Enjoy creating simple beat and rhythm activities • Respond to what they have heard, expressing their thoughts and feelings | <p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use props and materials when role playing characters in narratives and stories <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and-when appropriate- try to move in time with music. |

EXPRESSIVE ARTS AND DESIGN: DIRECT TEACHING (order to be determined by teaching staff)

| | Autumn | Spring | Summer |
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| Nursery Creating with materials | Explore different materials Create closed shapes with continuous lines Explore colour Mark making leading to drawing | Explore different materials using all senses Show emotions in paintings and pictures | Artist study- Kandinsky- abstract art Make simple models Use drawing to represent ideas |
| Nursery Being imaginative and expressive | Introduce pretend play Listen with increased attention to sounds Performance for others: Nursery Rhymes Christmas | Sing a range of nursery rhymes – recognise rhythm and repetition Take part in pretend play Remember and sing entire songs Performance for others: Easter concert | Make imaginative small worlds Respond to what they have heard, expressing their thoughts and feelings Sing pitch of a tone sung by another person Performance for others: music and singing Graduation |
| Reception Creating with materials | Explore colour mixing Join different materials and explore different textures | Develop own ideas and decide which materials to use for a purpose Artist study- Seurat- pointillism | Artist study-Mondrian- abstract art Show and explain how they made their creations to others |
| Reception Being imaginative and expressive | Begin to develop / make complex 'small worlds' Listen attentively, move to and talk about music, expressing their feelings and responses Performance for others: Nursery Rhyme Week Christmas | Developing story lines in their pretend play Sing the melodic shape of familiar songs Watch and talk about dance and performance art, expressing their feelings and responses Performance for others- invent own performance for peers | Create their own songs or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas Sing in a group or on their own increasingly matching the pitch and following the melody Performance for others- rhythm and rhyme |